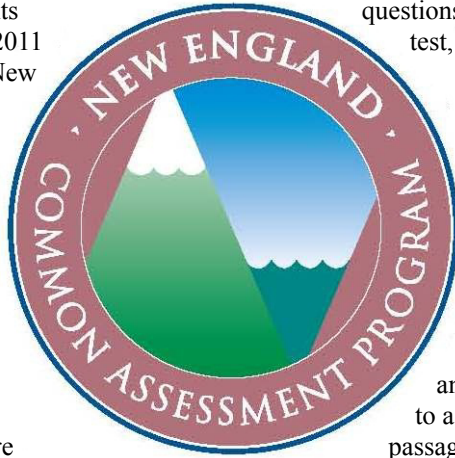


# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

## School Results

**School:** Gorham Middle School

**District:** Gorham School Department

**Code:** 1065-1858



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Grade Level Summary Report

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	203			203			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	199	198	199	199	198	199	14,031	14,013	13,967	98	98	98	98	98	98	97	97	97
With an approved accommodation	33	33	33	33	33	33	2,072	2,057	1,975	17	17	17	17	17	17	15	15	14
Current LEP Students	2	2	2	2	2	2	380	386	378	1	1	1	1	1	1	3	3	3
With an approved accommodation	0	0	0	0	0	0	170	176	166	0	0	0	0	0	0	45	46	44
IEP Students	26	26	26	26	26	26	2,082	2,068	2,052	13	13	13	13	13	13	15	15	15
With an approved accommodation	19	19	19	19	19	19	1,634	1,624	1,559	73	73	73	73	73	73	78	79	76
Students not tested in NECAP	4	5	4	4	5	4	366	384	430	2	2	2	2	2	2	3	3	3
State Approved	3	3	3	3	3	3	251	258	265	75	60	75	75	60	75	69	67	62
Alternate Assessment	3	3	3	3	3	3	221	221	225	100	100	100	100	100	100	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	27	37	37	0	0	0	0	0	0	11	14	14
Other	1	2	1	1	2	1	115	126	165	25	40	25	25	40	25	31	33	38

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	203	3	1	199	42	21	131	66	22	11	4	2	851	199	21	66	11	2	851	14,031	21	56	17	6	848	
MATH	203	3	2	198	38	19	92	46	46	23	22	11	844	198	19	46	23	11	844	14,013	17	43	21	19	842	
WRITING	203	3	1	199	17	9	107	54	69	35	6	3	842	199	9	54	35	3	842	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Reading Results

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

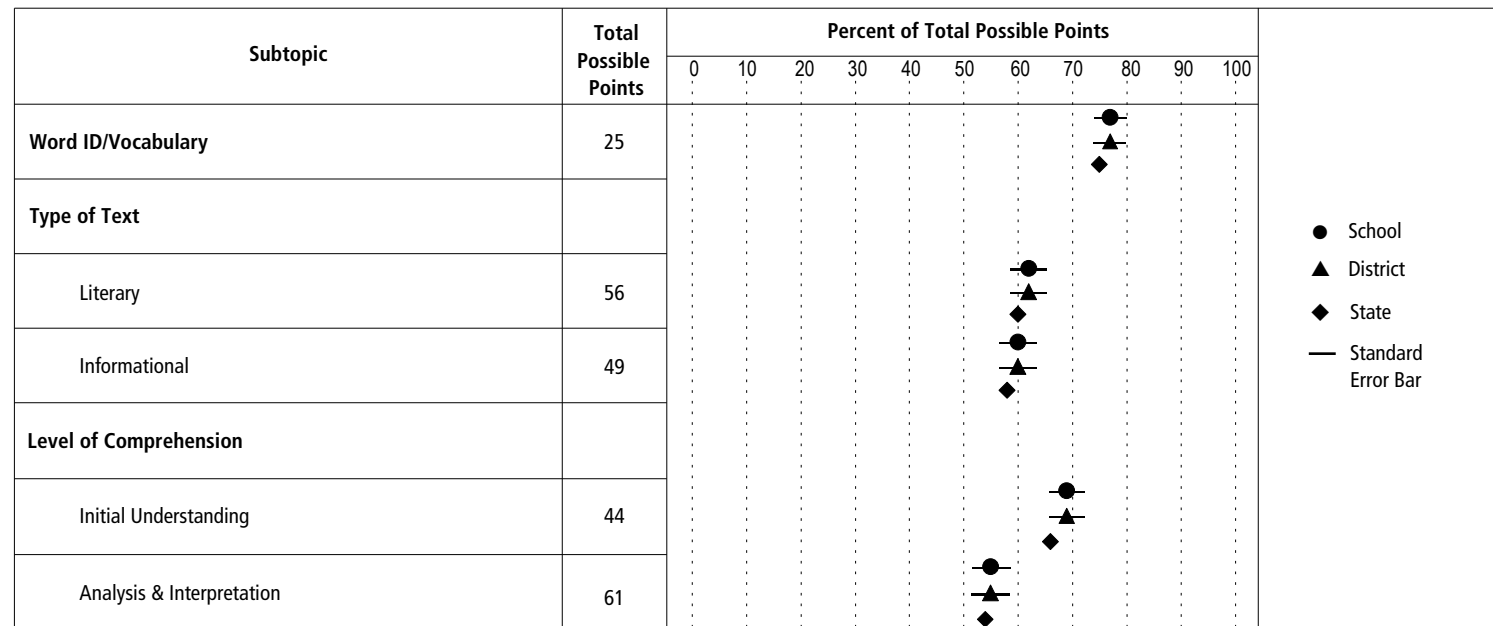
(Scaled Score 828–839)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	230	4	1	225	44	20	120	53	49	22	12	5	847
2010-11	198	2	0	196	52	27	111	57	28	14	5	3	851
2011-12	203	3	1	199	42	21	131	66	22	11	4	2	851
Cumulative Total	631	9	2	620	138	22	362	58	99	16	21	3	850
<b>District</b>													
2009-10	230	4	1	225	44	20	120	53	49	22	12	5	847
2010-11	198	2	0	196	52	27	111	57	28	14	5	3	851
2011-12	203	3	1	199	42	21	131	66	22	11	4	2	851
Cumulative Total	631	9	2	620	138	22	362	58	99	16	21	3	850
<b>State</b>													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Disaggregated Reading Results

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	3	1	199	42	21	131	66	22	11	4	2	851	199	21	66	11	2	851	14,031	21	56	17	6	848
Gender																									
Male	110	3	1	106	16	15	74	70	14	13	2	2	849	106	15	70	13	2	849	7,091	15	57	20	8	846
Female	93	0	0	93	26	28	57	61	8	9	2	2	852	93	28	61	9	2	852	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	10	55	23	11	844
Asian	4	0	0	4										4						235	33	44	16	7	851
Black or African American	3	0	0	3										3						373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	188	3	1	184	39	21	119	65	22	12	4	2	851	184	21	65	12	2	851	12,968	21	57	17	6	849
Two or more races	4	0	0	4										4						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2	0	0	0	0										0						26	58	42	0	0	860
All Other Students	201	3	1	197	42	21	129	65	22	11	4	2	851	197	21	65	11	2	851	13,607	21	57	17	6	849
IEP																									
Students with an IEP	29	3	0	26	0	0	13	50	9	35	4	15	841	26	0	50	35	15	841	2,082	1	33	39	27	835
All Other Students	174	0	1	173	42	24	118	68	13	8	0	0	852	173	24	68	8	0	852	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	45	2	1	42	4	10	25	60	10	24	3	7	845	42	10	60	24	7	845	5,990	11	55	24	10	844
All Other Students	158	1	0	157	38	24	106	68	12	8	1	1	852	157	24	68	8	1	852	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	203	3	1	199	42	21	131	66	22	11	4	2	851	199	21	66	11	2	851	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,368	9	53	30	9	843
All Other Students	203	3	1	199	42	21	131	66	22	11	4	2	851	199	21	66	11	2	851	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	6	0	0	6										6						401	14	64	19	4	847
All Other Students	197	3	1	193	42	22	126	65	21	11	4	2	851	193	22	65	11	2	851	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Mathematics Results

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

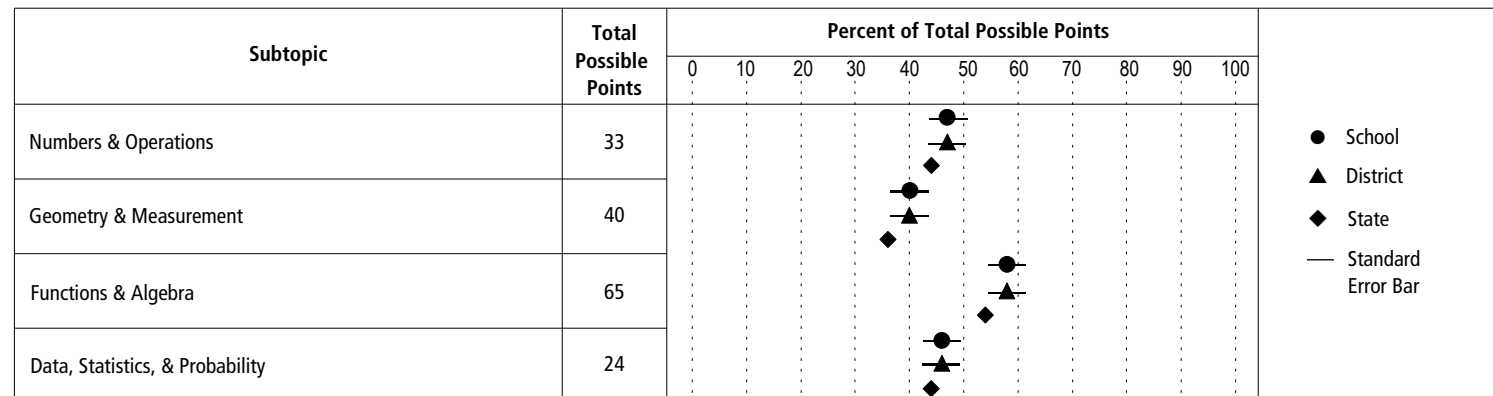
(Scaled Score 834–839)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	230	4	1	225	35	16	123	55	39	17	28	12	843
2010-11	198	2	0	196	36	18	94	48	38	19	28	14	843
2011-12	203	3	2	198	38	19	92	46	46	23	22	11	844
Cumulative Total	631	9	3	619	109	18	309	50	123	20	78	13	843
<b>District</b>													
2009-10	230	4	1	225	35	16	123	55	39	17	28	12	843
2010-11	198	2	0	196	36	18	94	48	38	19	28	14	843
2011-12	203	3	2	198	38	19	92	46	46	23	22	11	844
Cumulative Total	631	9	3	619	109	18	309	50	123	20	78	13	843
<b>State</b>													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Disaggregated Mathematics Results

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	3	2	198	38	19	92	46	46	23	22	11	844	198	19	46	23	11	844	14,013	17	43	21	19	842
Gender																									
Male	110	3	1	106	28	26	45	42	20	19	13	12	845	106	26	42	19	12	845	7,084	17	41	22	20	842
Female	93	0	1	92	10	11	47	51	26	28	9	10	843	92	11	51	28	10	843	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	6	36	29	30	838
Asian	4	0	0	4										4						235	25	42	16	17	845
Black or African American	3	0	0	3										3						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	188	3	2	183	36	20	84	46	43	23	20	11	844	183	20	46	23	11	844	12,949	17	44	21	18	842
Two or more races	4	0	0	4										4						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2	0	0	0	0										0						26	38	50	12	0	849
All Other Students	201	3	2	196	38	19	90	46	46	23	22	11	844	196	19	46	23	11	844	13,583	17	44	21	18	842
IEP																									
Students with an IEP	29	3	0	26	1	4	3	12	7	27	15	58	834	26	4	12	27	58	834	2,068	2	15	23	61	831
All Other Students	174	0	2	172	37	22	89	52	39	23	7	4	845	172	22	52	23	4	845	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	45	2	1	42	3	7	11	26	13	31	15	36	838	42	7	26	31	36	838	5,979	8	37	27	29	838
All Other Students	158	1	1	156	35	22	81	52	33	21	7	4	846	156	22	52	21	4	846	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	203	3	2	198	38	19	92	46	46	23	22	11	844	198	19	46	23	11	844	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,365	5	29	34	33	837
All Other Students	203	3	2	198	38	19	92	46	46	23	22	11	844	198	19	46	23	11	844	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	6	0	0	6										6						400	13	43	27	17	841
All Other Students	197	3	2	192	37	19	88	46	45	23	22	11	844	192	19	46	23	11	844	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Writing Results

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

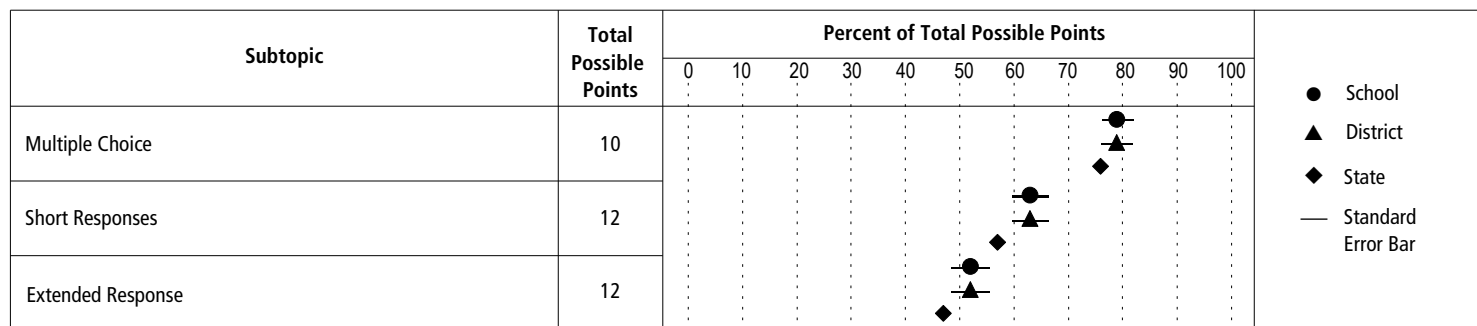
(Scaled Score 827–839)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11	198	2	1	195	27	14	114	58	41	21	13	7	844
2011-12	203	3	1	199	17	9	107	54	69	35	6	3	842
Cumulative Total	401	5	2	394	44	11	221	56	110	28	19	5	843
<b>District</b>													
2009-10													
2010-11	198	2	1	195	27	14	114	58	41	21	13	7	844
2011-12	203	3	1	199	17	9	107	54	69	35	6	3	842
Cumulative Total	401	5	2	394	44	11	221	56	110	28	19	5	843
<b>State</b>													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Disaggregated Writing Results

School: Gorham Middle School  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1858

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	203	3	1	199	17	9	107	54	69	35	6	3	842	199	9	54	35	3	842	13,967	7	44	37	12	839
Gender																									
Male	110	3	1	106	4	4	49	46	49	46	4	4	839	106	4	46	46	4	839	7,056	4	35	43	18	836
Female	93	0	0	93	13	14	58	62	20	22	2	2	844	93	14	62	22	2	844	6,911	10	53	31	7	841
Not Reported	0	0	0	0									0						0						
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3									3						199	5	35	45	15	837	
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									1						107	3	28	50	20	835	
Asian	4	0	0	4									4						235	11	51	28	11	841	
Black or African American	3	0	0	3									3						368	2	29	43	26	833	
Native Hawaiian or Pacific Islander	0	0	0	0									0						10	10	60	30	0	843	
White	188	3	1	184	17	9	96	52	65	35	6	3	842	184	9	52	35	3	842	12,915	7	44	37	12	839
Two or more races	4	0	0	4									4						133	7	49	34	11	839	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	2	0	0	2									2						378	2	23	44	31	831	
Former LEP student - monitoring year 1	0	0	0	0									0						18	22	61	17	0	846	
Former LEP student - monitoring year 2	0	0	0	0									0						26	15	69	15	0	846	
All Other Students	201	3	1	197	17	9	106	54	68	35	6	3	842	197	9	54	35	3	842	13,545	7	44	37	12	839
IEP																									
Students with an IEP	29	3	0	26	1	4	1	4	21	81	3	12	832	26	4	4	81	12	832	2,052	<1	9	43	47	827
All Other Students	174	0	1	173	16	9	106	61	48	28	3	2	843	173	9	61	28	2	843	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	45	2	1	42	0	0	17	40	20	48	5	12	836	42	0	40	48	12	836	5,947	3	32	45	19	835
All Other Students	158	1	0	157	17	11	90	57	49	31	1	1	843	157	11	57	31	1	843	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0									0						9						
All Other Students	203	3	1	199	17	9	107	54	69	35	6	3	842	199	9	54	35	3	842	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	0	0	0	0									0						1,360	3	28	52	17	835	
All Other Students	203	3	1	199	17	9	107	54	69	35	6	3	842	199	9	54	35	3	842	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	6	0	0	6									6						399	3	35	48	14	836	
All Other Students	197	3	1	193	17	9	105	54	65	34	6	3	842	193	9	54	34	3	842	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.